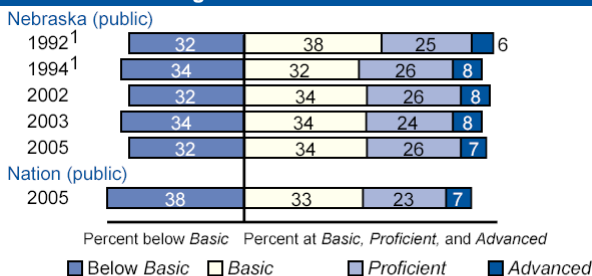


The National Assessment of Educational Progress (NAEP) assesses reading in two content areas: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Nebraska

- In 2005, the average scale score for fourth-grade students in Nebraska was 221. This was not significantly different from¹ their average score in 2003 (221), and was not significantly different from their average score in 1992 (221).
- Nebraska's average score (221) in 2005 was higher than that of the Nation's public schools (217).
- Of the 52 states and other jurisdictions² that participated in the 2005 fourth-grade assessment, students' average scale scores in Nebraska were higher than those in 20 jurisdictions, not significantly different from those in 22 jurisdictions, and lower than those in 9 jurisdictions.
- The percentage of students in Nebraska who performed at or above the NAEP *Proficient* level was 34 percent in 2005. This percentage was not significantly different from that in 2003 (32 percent), and was not significantly different from that in 1992 (31 percent).
- The percentage of students in Nebraska who performed at or above the NAEP *Basic* level was 68 percent in 2005. This percentage was not significantly different from that in 2003 (66 percent), and was not significantly different from that in 1992 (68 percent).

Student Percentage at NAEP Achievement Levels



¹ Accommodations were not permitted for this assessment.

NOTE: The NAEP reading achievement levels correspond to the following scale points: Below Basic, 207 or lower; Basic, 208–237; Proficient, 238–267; Advanced, 268 or above.

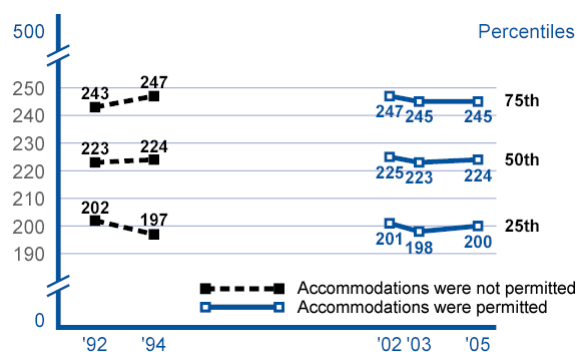
Performance of NAEP Reporting Groups in Nebraska

Reporting groups	Percent of students	Average score	Percent below Basic	Percent of students at or above Basic	Percent of students at or above Proficient	Percent Advanced
Male	51	219	35	65	31	6
Female	49	224	30	70	36	9
White	77	228	25	75	40	9
Black	8	194↓	65	35	10	1
Hispanic	12	202	55	45	12	2
Asian/Pacific Islander	2	‡	‡	‡	‡	‡
American Indian/Alaska Native	2	‡	‡	‡	‡	‡
Eligible for free/reduced-price school lunch	39↑	205	52	48	16	2
Not eligible for free/reduced-price school lunch	60	232	20↓	80↑	45	11

Average Score Gaps Between Selected Groups

- In 2005, male students in Nebraska had an average score that was lower than that of female students by 4 points. In 1992, the average score for male students was lower than that of female students by 7 points.
- In 2005, Black students had an average score that was lower than that of White students by 34 points. In 1992, the average score for Black students was lower than that of White students by 28 points.
- In 2005, Hispanic students had an average score that was lower than that of White students by 26 points. Data are not reported for Hispanic students in 1992, because reporting standards were not met. Therefore, the performance gap data are not reported.
- In 2005, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 27 points. In 2002, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 22 points.
- In 2005, the score gap between students at the 75th percentile and students at the 25th percentile was 46 points. In 1992, the score gap between students at the 75th percentile and students at the 25th percentile was 41 points.

Reading Scale Scores at Selected Percentiles



Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels of the distribution performed.

The estimate rounds to zero.

‡ Reporting standards not met.

* Significantly different from 2005.

↑ Significantly higher than 2003. ↓ Significantly lower than 2003.

¹ Comparisons (higher/lower/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Performance comparisons may be affected by differences in exclusion rates across years for students with disabilities (5% nationally in 2005) and English language learners (2% nationally in 2005) in the NAEP samples. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

² "Other Jurisdictions" refers to the District of Columbia and the Department of Defense Education Activity schools.

NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for free/reduced-price lunch and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), selected years, 1992–2005 Reading Assessments.